

DOCUMENT RESUME

ED 197 115

CE 027 686

AUTHOR Samson, Harland E., and Others
TITLE National Conference on Marketing and Distributive Education: "Directions for the 1980s" (Vail, Colorado, May 19-22, 1980).
INSTITUTION Marketing and Distributive Education, Reston, Va.
PUB DATE May 80
NOTE 63p.
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Community Involvement; *Distributive Education; Educational Objectives; Federal Government; Followup Studies; Futures (of Society); Information Dissemination; *Leadership; Leadership Training; *Long Range Planning; *Marketing; Policy Formation; *Political Influences; Postsecondary Education; *Program Development; Publicity; Public Relations; School Community Relationship; Secondary Education; Staff Development; State Programs; Statewide Planning

ABSTRACT

These four papers evolved from discussions at the National Conference on Marketing and Distributive Education in Vail, Colorado, May 19-22, 1980. Harland E. Samson's paper, Identity and Image: Strategies and Implementation, highlights the thinking and recommendations of the conference discussion groups on strategies and means of implementation necessary to achieve the national goals for marketing and distributive education. Program Development in Marketing and Distributive Education--Strategies for Implementation, by Steven A. Egglund, synthesizes implementation strategies developed by seventeen discussion groups as regards eight constraints to program development. Directions for the 1980s: Draft of Suggested Implementation Strategies for Leadership in Marketing and Distributive Education, by Kenneth L. Rowe, lists nine recommendations with suggested strategies. Power and Influence, by Gail Trapnell, synthesizes discussions on who should be influenced, the directions in which these people should be influenced to act, and strategies to influence them. Strategies for national, state, and local levels are recommended. (YLB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED197115

NATIONAL CONFERENCE
ON
MARKETING AND DISTRIBUTIVE EDUCATION

"DIRECTIONS FOR THE 1980's"

IDENTITY AND IMAGE: Harland E. Samson
PROGRAM DEVELOPMENT: Steven A. Eggland
LEADERSHIP DEVELOPMENT: Kenneth L. Rowe
POWER AND INFLUENCE: Gail Trapnell

May 19-22, 1980
The Lodge at Vail
Vail, Colorado

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

*Marketing and
Distributive Education*

CE 027 686

IDENTITY AND IMAGE: STRATEGIES AND IMPLEMENTATION

Harland E. Samson

"The time has come to speak of many things---" and thus the stance taken by Distributive and Marketing Education professionals at the 1980 Directions Conference. It was acknowledged that the "D.E. Identity" was confused and unclear and that the "D.E. Image" was in need of repair and polish. In summary of the discussions on this topic, Bob Crawford stated, "The question of our identity and image to me lies in the acceptance of a common mission, and the specific premises, goals and objectives that further delineate and define the commonalities. These beliefs will form the philosophical foundation and base of operations from which we will launch M & DE into the future." It is the purpose of this paper to highlight the thinking and recommendations of the conference discussion groups on strategies and means of implementation necessary to achieve the national goals.

Individuals at the 1980 Directions Conference were asked to indicate their level of agreement on the mission statement and its supporting premises. Responses were made on a 10 point scale where 1 was low and 10 was high. The 232 respondents gave a mean response of 9.0 to the following mission statement for marketing and distributive education:

THE MISSION OF MARKETING AND DISTRIBUTIVE EDUCATION IS TO DEVELOP COMPETENT WORKERS IN AND FOR THE MAJOR OCCUPATIONAL AREAS WITHIN MARKETING AND DISTRIBUTION, ASSIST IN THE IMPROVEMENT OF MARKETING TECHNIQUES, AND BUILD UNDERSTANDINGS OF THE WIDE RANGE OF SOCIAL AND ECONOMIC RESPONSIBILITIES WHICH ACCOMPANY THE RIGHT TO ENGAGE IN MARKETING BUSINESSES IN A FREE ENTERPRISE SYSTEM.

Underlying the mission statement are six fundamental premises. Each of these were also rated on a 10 point scale. The level of agreement is given for each.

1. The discipline of marketing is the content base for all instruction.
(\bar{X} = 8.6)
2. Instruction will be offered to any personnel and in whatever settings necessary to meet community needs. (\bar{X} = 8.9)
3. Programs will deliver a range of instruction covering functional skills, career competency development, operational management, and entrepreneurial development. (\bar{X} = 9.1)
4. Instruction will stress application to and direct involvement with marketing businesses and be carried out by a variety of methods. (\bar{X} = 9.3)
5. Professional personnel in the field of marketing and distributive education will have training in marketing, in marketing education, and possess business experience in marketing. (\bar{X} = 9.4)
6. Where offered, marketing and distributive education will be considered an integral part of the institution's educational program, with direction and counsel coming largely from a business community advisory group. (\bar{X} = 9.1)

The exceptionally high level of agreement among those at the 1980 Directions Conference on the mission statement and its underlying premises is encouraging. The breakout of respondents revealed that 39 were state supervisors or state level DECA advisors, 76 were teacher educators, 6 were local supervisors, 49 were high school teachers or coordinators, 11 were from post secondary institutions, 4 were adult teachers, 6 were business persons, and 41 were classified as others (graduate students, administrators, counselors, or vocational department chairpersons). While the level of agreement among M & DE personnel not at the 1980 Directions Conference remains to be determined, it is unlikely that a significant change in level of agreement would occur. This mission statement and its underlying premises, plus the confirmation of the twelve programmatic objectives as developed by Lucy Crawford, clearly delineate the nature, scope and purpose of marketing and distributive education.

Twelve national goals for marketing and distributive education were presented at the 1980 Directions Conference. These twelve goals were reviewed and modified through small group discussions. The respondents were asked to rate each goal statement as to level of agreement and as to level of importance. The scale used was 1 being low and 6 being high.

Conferees were then asked to suggest how these goals might be best achieved and what recommendations they had for their implementation. On the following pages each of these twelve goals is presented with the strategies and recommendations for implementation as developed by discussants. The goals are listed in rank order of level of importance.

GOAL I - That the national marketing and distributive education leadership, in consultation with other professional organizations dedicated to marketing education and national business organizations, create by 1983 a comprehensive national plan for occupational marketing and distributive education.

Importance (\bar{X} = 5.58) Rank 1

Agreement (\bar{X} = 5.59) Rank 4

Strategies:

1. The AVA MADE Division Policy and Planning Committee, plus the NMAC, establish the criteria for the selection of people to serve on a committee to create a comprehensive national plan.
2. The AVA MADE Vice President set the initial direction, provide basic structure and monitor progress.
3. That by 1983 a general plan be created to give direction to the national delivery of K through doctorate occupational marketing and distributive education.

Implementation Ideas:

1. This effort to be spearheaded by the marketing and distributive education division of AVA (NADET, NASSDE, NAB, NADELS, CDTE, DECA) and include professionals from all levels of MADE other than elected officers of national groups as well as marketing educators from four year colleges and universities.

2. That national business organizations be included in the planning process.
3. The plan be based upon the results of a needs assessment, justifying our position, utilizing valid existing and new research (using perhaps a different approach to justification than used in the past).
4. That scope and sequence of a plan be developed for every level based upon a strengthened research base.
5. There may be need to categorize the plan into national, state, and local program plans.
6. Membership on the comprehensive national planning committee should be based upon expertise to contribute to the plan rather than on office held in a professional organization.

Comments:

This effort is considered to be of highest importance. Many feel that it should be done before 1983. The urgency for such a plan seems to outweigh the usual need for organizing widespread involvement in its development. The plan should be developed by the select committee and offered immediately as a working plan. Modifications would readily come as needed.

GOAL II - That a national task force be created by 1981 to design a national promotional program for marketing and distributive education.

Importance (\bar{X} = 5.54) Rank 2

Agreement (\bar{X} = 5.59) Rank 3

Strategies:

1. The AVA MADE Vice President and MADE specialist from the Department of Education select a task force by September 1, 1980. The task force is to determine various promotional priorities through a needs assessment. Proposals to carry out needed promotion would be solicited from public relations and advertising firms. Funding of selected campaigns would be through the establishment of a national foundation.
2. Create task force as above but select public relations/advertising firms through advice of current corporate supporters of MADE.

3. Create task force as above but have promotional plans carried out by post secondary MADE programs as projects or competition.
4. Create task force as above but have promotional plans carried out by utilizing various professional organizations such as AMA, Advertising Council, NRMA, or their equivalents on the national or state level.
5. As an immediate activity, request that all Vail participants submit to a central source copies of promotional material now available in their states. This material then disseminated through the MADE organization (NADET-teaching community; NASSDE-state level, NMAC-businesses, etc.).

Implementation Ideas:

1. Composition of the task force should be persons from all levels of MADE, former students, and top flight business persons representing coded areas of marketing.
2. Carry out a needs assessment to determine specific promotional needs and publics to be reached through a national promotional campaign.
3. Develop a request for proposal (RFP) and invite outside firms to implement if they are awarded the project.
4. Campaign could be organized into stages with various top notch PR firms developing and implementing various aspects of needed PR.
5. Establish a national foundation for the purpose of soliciting funds to cover the cost of the national PR effort.
6. Build in an evaluation effort to determine if campaign(s) is consistent with desired national image and the effect on enrollments and perceptions of MADE.

Comments:

Positive outcomes of this effort would be improved program identity, increased positive perceptions, and increased enrollments. Some persons were not sure that this effort would bring needed change in teacher/coordinator/administrator attitudes. It might even have a negative effect on enrollments.

There is strong support of the idea that a national promotional and public relations effort be undertaken, with most persons feeling that it be done by a professional PR agency or advertising firm.

GOAL III - All graduates from each marketing and distributive education program will have an understanding of the free enterprise system.

Importance (\bar{X} = 5.49) Rank 3

Agreement (\bar{X} = 5.63) Rank 1

Strategies:

1. Through curriculum adjustments, state accrediting associations, professional organizations, teacher certification, and advisory committees assure that by 1984 the basic content of all marketing and distributive education courses and programs consist of the functions of marketing in a free enterprise system.
2. State and local MADE personnel immediately begin to review their own curriculum and initiate change to include free enterprise concepts.

Implementation Ideas:

1. On the national level, those organizations that provide organized curriculums for MADE (Texas, Ohio, IDECC, publishers) get together and come up with one publication covering essential concepts. This one publication to be made available from the federal government.
2. State staff promote the inclusion of free enterprise concepts, content and units within MADE programs in their state.
3. Local educational agencies, advisory committees, and MADE programs support the teaching of free enterprise system concepts.
4. The local school system adopt a free enterprise philosophy and have it approved by the board of education.

Comments:

This goal has the highest level of agreement of all goals. While there seems to be little objection to the adoption of the goal, some persons feel that it may not be possible to assure that all students will have a meaningful

understanding of free enterprise. The free enterprise concept is basic to marketing in a democratic society, so perhaps more should be done with it in terms of building MADE identity and image.

GOAL IV - That within two years marketing and distributive education create a national office with a full time support staff and a professional spokesperson for all segments of the field.

Importance (\bar{X} = 5.42) Rank 4

Agreement (\bar{X} = 5.48) Rank 5

Strategies:

1. A planning or steering committee representative of the following groups be identified and charged with the responsibility of establishing rationale for the creation of a national office. (All MADE affiliated organizations, Department of Education, representative business and civic organizations from within each region with emphasis on local advisory committee members, DECA, NAME, AMA, NRMA, IDECC, CETA, teachers not affiliated with AVA MADE division, and all members of the existing task force.)
2. Funding strategies for the national center may include one or more of the following:
 - Unifying the MADE organizations with membership dues pooled to support the national center.
 - Solicit business support and through sale of MADE software to support training activities in the private sector.
 - Solicit pledges from MADE profession to support the initial ten years.
 - Utilize the MADE curriculum base as a central purpose for the center - partial funding could be earned through contributions for curricular development and validation with Department of Education or state departments of education.
3. An alternative strategy to the above (1 and 2) would expand utilization of existing structures. Examples would be to pressure Department of Education to add a program specialist especially charged with duties as spokesperson for MADE and reestablish the regional program specialist concept or to reexamine all MADE organizations both in and out of the AVA structure and delegate specific goals and services to each of these groups.

Implementation Ideas:

1. An immediate activity would be for this proposal to be discussed with MADE personnel, local business personnel, and advisory groups. Their reactions and recommendations be communicated to the existing task force.
2. The planning or steering committee (see strategy 1) would draft goals and objectives for the national center. Goals and objectives statements would be derived from input solicited at local, state, regional and national affiliate meetings, plus other agencies or groups identified by the committee. The committee would then prepare a resolution identifying rationale, goals and objectives. This resolution would be disseminated to all MADE personnel and representatives from other appropriate organizations, specifically to include Department of Education and State leadership personnel.
3. Once the services to be provided have been identified, a budget should be prepared to reflect the cost of center operation. Then the budget and the resolution (above 2) would be presented to the MADE division of AVA for approval through a mail ballot.

Comments:

The discussion groups felt that the outcomes of a national center would be judged in light of the quality of services provided. Very positive outcomes are anticipated. The following would be most viable:

- . a respected and highly visible national spokesperson.
- . a vehicle for identifying common goals and objectives within state organizations.
- . coordination of curriculum development, including a research base.
- . development of public information materials and a nationwide PR program utilizing local resources.
- . membership services for all affiliated MADE organizations.
- . data collection and a data base for reporting MADE program information to support program evaluation, development and expansion.
- . coordination of MADE meetings, conferences and programs.

- . work toward a common certification criteria.
- . assist in recruitment and placement of MADE personnel.

The discussion groups felt that the services should more than justify the costs and strongly supported the idea that MADE personnel demonstrate their commitment to the field by funding the center through donations and dues.

GOAL V - That there be held within one year a national conference for the state and national leadership of marketing and distributive education for the purpose of assessing the strategies and implementation of the Vail conference recommendations.

Importance (\bar{X} = 5.37) Rank 5

Agreement (\bar{X} = 5.40) Rank 6

Strategies:

1. The national follow-up conference for state and national leadership be tied in with the 1981 AVA of DECA National conference. The conference, however, must be a separate conference coming several days before or following AVA or DECA.
2. In order that the MADE community adequately assess the mission, goals, objectives, strategies and recommendations of the Vail conference, a brief summary or abstract of the conference, along with a list of recommendations, be sent to state MADE leadership personnel. This summary or abstract and the recommendations should be disseminated at state level conferences, workshops, inservice activities and other face to face contacts with local program personnel.
3. State leadership, through such means as described in 2 above, should collect feedback information in regard to mission, goals, strategies and recommendations. This feedback would be analyzed and evaluated for use at the national conference.
4. State leadership personnel should receive guidelines as to what type of information and in what format data is to be supplied for the national conference.

Implementation Ideas:

1. State leadership should be provided a standard assessment instrument to give consistency to state evaluations and reports at the national conference.
2. State leadership would like to have some specific suggestions as to what states should accomplish between the Vail conference and the national follow-up conference. (Note: While this might be helpful, it probably would be more important for each state to assess its own situation and, in the few months between conferences, concentrate on those activities deemed most important to improve MADE identity and image in that state.)
3. State MADE personnel should review national goal statements and then spin off goal statements specifically for their state.
4. Well in advance of the national conference, there should be a tentative agenda and fairly explicit statement of what is to be accomplished.

Comments:

The primary need for another national conference quite soon after the Vail conference would be to maintain the momentum of effort initiated during the Summer and Fall of 1980. The level of effort needed cannot be accomplished through AVA/DECA conferences or even regional meetings. In addition, many MADE personnel not at Vail (or AVA/DECA) should be involved in planning and assessment of the revitalization of MADE. Special efforts would be needed to involve those typically absent at MADE conferences, such as the post secondary and adult educators.

GOAL VI - That each state and territory establish by 1982, in consultation with educators and business people, a set of short term and a set of long term goals for its marketing and distributive education programs.

Importance (\bar{X} = 5.27) Rank 6

Agreement (\bar{X} = 5.60) Rank 2

Strategies:

1. Each state and territory would establish an organization composed of affected groups (such as the Florida Council on Marketing and Distributive Education) to plan, implement, coordinate and evaluate cooperative approaches to meeting their needs.
2. Develop a format for an all encompassing needs survey. At the national level, the AVA MADE policy and planning committee would develop an instrument that would be sent to all state designated committees. The state committee (to be representative of secondary, postsecondary, adult, different segments of business, and business organizations) would mold the instrument to meet the needs of the state, then distribute to every MADE person in that state for completion. Data would be sent back to state and then on to the national committee for tabulation, analysis, and follow up.
3. The initial step should be for a national level meeting with representatives from all segments to discuss relevant research and follow up material from the Vail conference. Concurrently, there should be a series of activities at the state level such as in-service instruction, involving state consultants, teachers, advisory committees, local directors, city supervisors, and others to set forth a framework for state goals. At the local level, supervisors could develop local plans and programs of work utilizing advisory committees, teachers, administrators, and others.

Implementation Ideas:

1. This goal should be tied in with Goal I and if at all possible be carried out as a part of that effort. There should be a continuous feedback loop to the national plan.
2. The primary purpose of this effort should be to unite and consolidate efforts to identify and solve the several concerns facing MADE personnel. Initially,

time may need to be spent on establishing a philosophical base from which short term and long term goals can be developed.

3. Success of efforts might be measured by increased enrollments, reduced teacher turnover, new program development, greater satisfaction by businesses, administrators, and students.
4. State goals should be the responsibility of an ongoing task force who would be accountable for goal development and periodic assessment of accomplishments.
5. This is an area where the marketing approach can be used. The approach should be simple, involve local as well as state level input, and involve those marketing educators that normally are not included. Stress should be on personal contacts.
6. There is the possibility that three sets of goals should be developed - postsecondary, adult, and secondary.

Comments:

There is some concern about whether we can agree nationally and if even state level goals will be accepted at the local level. Perhaps there is too big a gap between leadership people and the local practitioners regarding the nature and direction of marketing and distributive education.

The development of such goals would establish within a state the basis for common communication which could lead to unity, improved identity, program consistency, more positive professional image, and guidelines for teacher education.

As with many efforts in education, there is concern about the financial cost and whether a state can afford to undertake goal setting. Will the goals developed be workable, and do MADE personnel have the authority to implement them if they are? The matter of apathy on the part of marketing and distributive education personnel (especially those not present at Vail or annual professional meetings) looms large as a potential stumbling block on both goal setting and implementation.

GOAL VII - That all marketing and distributive teacher education programs meet or exceed the national standards adopted by the Council for Distributive Teacher Education.

Importance (\bar{X} = 5.22) Rank 7

Agreement (\bar{X} = 5.23) Rank 8

Strategies:

1. A system be developed that would provide the opportunity for all MADE teacher education institutions to conduct self-evaluation using the CDTE criteria with the goal of program improvement.
2. Provide for a wider distribution of criteria so that it is known not only by those involved with MADE and CDTE but by administrators and evaluative agencies.
3. Evaluations be coordinated by the national DE center and/or by CDTE.
4. Self evaluation incorporate local advisory committees, parents, students, legislators and business persons.
5. Another approach would be to have all affiliated organizations participate in the evaluation process.

Implementation Ideas:

1. The CDTE evaluative standards need to be incorporated into NCATE and AACSB criteria.
2. To increase identity, we need a section on Marketing and Distributive Education in the National Teacher's Examination.
3. Incorporate CDTE standards into state certification requirements and/or teacher education institutional program reviews conducted by state departments of education.
4. Promote the idea that only teachers from programs which have met the CDTE standards should be employed.

Comments:

A persistent question in the discussion of this goal was whether approval or disapproval of an institution in terms of meeting CDTE standards really would make any difference. In many states, postsecondary and adult marketing teachers

are not required to complete any "certification" program. Many persons viewed self evaluation as the main purpose for using CDTE standards and doubted if "approval" or "disapproval" of MADE teacher education programs would be accepted/tolerated by teacher educators.

GOAL VIII - That each state and territory provide input into the development of an appropriate model demonstrating meaningful and intense utilization/involvement of business personnel in state and local marketing and distributive education activities.

Importance (\bar{X} = 5.38) Rank 7

Importance (\bar{X} = 5.20) Rank 8

Strategies:

1. Create and field test two or three different models of involvement, giving each about two years to demonstrate its feasibility.
2. Conduct an assessment to determine the state of the art using professional organizations (NMAC, CAB, NAB, MADE) and have the AVA MADE policy and planning committee refine likely models and instigate implementation.

Implementation Ideas:

1. Need to be careful not to be too pushy in trying to get more involvement of business people.
2. A positive outcome should be more respect for our efforts and reinforcement of mutual needs.
3. Perhaps national associations could be involved by industry areas or by USOE code categories.

Comments:

Frequent mention was made by many other discussion groups about the importance of involving business personnel in MADE programs. However, the discussion groups, which were specifically charged with developing strategies and ideas on how such involvement might be done, apparently found difficulty in coming to grips with how such involvement might actually be accomplished. Many felt each state should develop its own models and then promptly proceed to implement. This activity would relate closely with GOAL VI.

GOAL IX - That by 1985 and on a continuing basis thereafter, all marketing and distributive education teachers receive additional education and/or training to enable them to remain current and advise business in their area of expertise.

Importance (\bar{X} = 5.01) Rank 9

Agreement (\bar{X} = 5.17) Rank 9

Strategies:

1. The continuing education be provided by direct field experiences, in-service workshops, and/or universal competency based certification.
2. The continuing education be recommended through state certification standards.
3. This goal might be accomplished by the professional organizations in their programs of work.
4. MADE professional organizations should recommend/organize programs of continuous professional updating.

Implementation Ideas:

1. The means for accomplishing continuing education should be flexible - workshops, business experience, or regular educational programs.
2. Local and state organizations may begin this effort immediately.
3. One means of bringing the goal about would be to regulate that continued certification be dependent upon updating through workshops, seminars, conferences, and additional business experience.

Comments:

The discussion groups on this goal had several concerns. Some were not sure that MADE personnel should be expected to serve as local business consultants. Others were not sure that this goal could be accomplished by 1985. They suggested, realistically perhaps, 50 percent receive appropriate continuing education by that date. Questions were raised about the liability of MADE person when acting as advisors to businesses. Most did feel that the intent of the goal would mean more involvement and improvement (especially at the adult education level). This would provide a better method of assessing the needs of business and we could give business what they need rather than depending upon

secondary sources of information. Some persons sensed an inconsistency with premise three, in that perhaps not all MADE personnel should be expected to function as business consultants. A major concern was devising a universal approach to requiring controlled work experience for teacher certification.

GOAL X - That each local program of marketing and distributive education at any level be evaluated, using appropriate criteria as may be developed, established and approved by the D.E. leadership. Those programs meeting minimum standards would be recognized as approved marketing and distributive education programs.

Importance (\bar{X} = 4.89) Rank 10

Agreement (\bar{X} = 5.01) Rank 10

Strategies:

1. Utilize a) each state's ongoing system for D-5 or other criteria or b) voluntary participation through professional organizations (NADET, NASSDE, others) using criteria developed by appropriate groups of the MADE Division, or c) use a combination of a and b.
2. That a national committee be established by the MADE Division of AVA. This committee would:
 - a. Review existing criteria used in current evaluations of MADE programs.
 - b. Review and explore professional organizations (both in and out of education) and how their standards were developed and how enforcement is handled.
 - c. Develop evaluation standards and criteria for MADE programs and devise an approval process by the membership, by states, and/or by levels.
 - d. Develop an implementation process and enforcement procedure.
 - e. Present the basic set of standards and criteria for approval at the meeting of the MADE Division at the 1982 AVA convention.
 - f. Develop a recognition program for programs and schools meeting the minimum standards.

Implementation Ideas:

1. Whatever criteria is developed should be updated periodically.
2. The evaluation system should be separate from the state system, utilizing D-5 and/or other criteria generally administered by public education officials.

3. Criteria and evaluation needs to be developed for every level of MADE program.
4. Programs need to be given time to improve rather than being eliminated - to improve they need to continue as part of the MADE effort.

Comments:

It seems to be well understood that there is a clear connection between quality and consistency in programs and the identity and image of MADE. Some minimum national standards are needed but state and local requirements cannot be ignored. The difficulty of enforcement of standards was recognized. Considerable concern was evident regarding who would make judgments regarding program approval, penalties to be invoked, and what impact such action might have on programs. Some persons were not familiar with NASSE D-5. Some felt they needed to see the evaluative criteria before they would be willing to decide whether to undergo review.

GOAL XI - That enrollment in adult marketing and distributive education be increased by 15 percent each of the next five years so that by 1985 there will be more than 950,000 persons annually enrolled in recognized adult distributive education programs.

Importance (\bar{X} = 4.82) Rank 11

Agreement (\bar{X} = 5.00) Rank 11

Strategies:

1. At the state and local levels, concerted effort be made to identify unrecognized and unreported adult enrollment. This might be done by establishing better reporting methods, utilization of coordination councils, and use of professional organizations to help in collection of data on adult programs.
2. Update and expand offerings in adult programs based on needs identification, a review of what is being taught, and use of adult oriented instructional materials.
3. Provide greater motivation for MADE personnel to initiate adult programs. This might be done by increasing funding for adult programs, training or

retraining of teachers to teach adults, recognition for outstanding programs, provide or increase time for personnel to plan and implement programs.

4. Increase articulation with adult programs from high school and postsecondary programs including improved guidelines on where and how adult programs should be provided, clarify role of various MADE personnel for adult education activities, and development of model for adult program with alternatives for various state situations.
5. Establish the Ag County Agent concept to the delivery of services to adults interested in marketing, merchandising, and business management.

Implementation Ideas:

1. Initially, states might determine who is really responsible for adult MADE and who is accountable for the adult programs in various school settings.
2. Explore what penalties might be assessed for programs that fail to effectively carry out adult program responsibilities.
3. Determine what might be done by teacher educators to better prepare people to work with adults.
4. Make sure that regular or ad hoc advisory groups are consistently used by those responsible for adult education.

Comments:

There was general agreement on the goal but it was felt that the percentage increase be based on local community needs (labor market). Several comments pertained to pre- and inservice teacher preparation for adult education - some feel that such instruction is missing from teacher preparation programs. There may be need to examine and possibly completely renovate the adult MADE delivery system.

GOAL XII - That every marketing and distributive education professional be provided a professional development experience to ensure the knowledge of history, national goals, programmatic objectives, present status, and future of marketing and distributive education by no later than September 30, 1982 and continue annually.

Importance (\bar{X} = 4.80) Rank 12

Agreement (\bar{X} = 4.99) Rank 12

Strategies:

1. Create a national task force to develop goals and objectives, outline and content. This task force would train one key person and a state supervisor from each state to deliver the professional development experience. These two persons would develop a delivery system for their state to reach every MADE person in their state.
2. Create a national task force to develop goals, objectives and content and then arrange for the professional development experience to be provided through seminars at AVA, DECA, and at regional meetings.
3. Develop goals, objectives and content as above in 1 and 2, but put the material into a format for media presentation including possibly PBS, cable, or local TV dissemination.
4. National MADE affiliate organizations, Department of Education, along with other professional organizations dedicated to marketing and distributive education, should provide programmatic objectives for a nationwide professional development experience. The national MADE organizations would be responsible for the delivery of this program to all members at all levels.

Implementation Ideas:

1. It seems critical that local MADE personnel be involved and have input into the development of the professional development program.
2. State level staff should provide the leadership for workshops and seminars. This activity should be included as a short and long term goal for every state (see Goal VI).
3. Vail participants should take the lead in vigorously promoting this goal at all local and state meetings.
4. The Department of Education should attempt to provide funding for the development, distribution, and utilization of this information at teacher workshops, seminars, inservice sessions, through visual aid material or other appropriate methods.

5. A pre-test and post-test should be developed and administered as a part of the professional development experience. Those that successfully complete the program should be issued a national certificate.
6. There should be separate delivery systems for secondary, postsecondary, and adult levels.

Comments:

Although this goal was ranked last in terms of importance and agreement, there seemed to be consensus that such an effort is needed. In fact, some persons felt that it should be accomplished by September 30, 1981. Some persons felt that an incentive should be provided for persons who complete the program such as greater level of program support. Probably the major concern was on the logistics of developing an instructional package satisfactory to most MADE persons and then making delivery throughout the entire country.

In summary, it can be stated that, while much needs to be done to improve the identity and image of marketing and distributive education, there appear to be many ways in which improvement can be undertaken. Strategies range from the simple expenditure of additional personal effort on the part of MADE personnel to long term complex arrangements requiring the support and cooperation of hundreds of persons and organizations. Perhaps most important is the pervasive attitude that much of what is needed can indeed be done. There are, however, some persistent concerns.

Throughout the discussions, there appears to be a thread of reluctance on the part of state and local leadership to take action. Frequently, on matters that can be and should be dealt with locally or on the state level, recommendations are made to recast the strategic planning and implementation into a task for a national committee or the AVA MADE division policy and planning committee.

There also seems to be serious indecision and possible unwillingness on the part of teacher educators to face up to problems and concerns about the effectiveness of teacher preparation and professional staff development. Considering that the largest single group of MADE personnel at the Vail conference were teacher educators, it is revealing that teacher education matters were accorded so little serious scrutiny or critical review.

Without doubt, the conferees thoroughly analyzed questions of identity and image and offered a wide variety of means for improvement. The next step is action - action by those who are willing to invest in their professional future and the future of marketing and distributive education.

PROGRAM DEVELOPMENT IN MARKETING
AND DISTRIBUTIVE EDUCATION

Strategies for Implementation

By

Steven A. Eggland, Professor
Division of Marketing Teacher Education
Center for Vocational Teacher Education
University of Nebraska - Lincoln

August, 1980

PROGRAM DEVELOPMENT IN MARKETING AND DISTRIBUTIVE EDUCATION

Strategies for Implementation

This paper should become a planning and working document to accompany the paper entitled, "Program Development in Marketing and Distributive Education" presented by the author at a conference on Directions in Marketing and Distributive Education in Vail, Colorado in May of 1980. It is expected that the paper will be useful to various groups engaged in strategic implementation of Marketing and Distributive Education programmatic activities at local, state, and national levels. Its essence is a synthesis of implementation strategies developed by 17 discussion groups and their leaders and recorders. The major share of the credit for this synthesis should be shared with Mr. Jerry Roesner, Marketing and Distributive Education Teacher Coordinator, Fairfax County Public Schools, Fairfax, Virginia and Mr. William Marotz, Marketing and Distributive Education Specialist, Wisconsin State Board of Vocational Education, Madison, Wisconsin. They took the raw data in the form of dozens of pages of small group proceedings and sifted and winnowed that output into a very credible conference summary for program development presented by Mr. Roesner in Vail.

The problem that was examined in the "parent" paper was that the program of Marketing and Distributive Education had not and has not developed to its full potential as a vocational education program attracting youth and adults as enrollees and preparing them for employment or advancement

in Marketing and Distributive occupations. The literature reviewed, consensus, and casual observation all suggested that there was a collection of specific contributors to the problem as outlined above which have tended to constrain the development of programs in Marketing and Distributive Education. Those specifically identified contributors to the problem were:

1. A general inability to attract and retain sufficient students for Marketing and Distributive Education programs in relation to the labor market demand.
2. An inadequate liaison with the natural constituency of Marketing and Distributive Education--the employment community.
3. Inability of Marketing and Distributive Teacher Education programs to supply adequate numbers of teachers.
4. The lack of a national consensus regarding optimal program objectives, standards, organization and curriculum in Marketing and Distributive Education.
5. The fact that strategies for competency development have not met with what their proponents feel to be their potential for success.
6. Inadequate government and private fiscal support to promote healthy program development.
7. Difficulty in providing an appropriate level of instructional and programmatic services to the special and various groups that might be served by Marketing and Distributive Education.
8. Concerns for territorial prerogatives plus adherence to tradition which have constrained creative and cooperative programming in Marketing and Distributive Education.

The strategy developed by the program planners and the author for the Vail conference consisted of the assignment of one constraint to two groups for a total of 16 groups discussing the eight constraints as well as asking a seventeenth group to work towards the development of a plan for a National Marketing and Distributive Education Planning Commission with a network of state and local commissions to be employed to implement the plan of action for program development conceived in Vail. The remainder of this paper will consist largely of a slightly edited version of the outcome recorded and submitted by those 17 discussion groups. In an attempt to preserve the integrity of the input of the discussion groups, the strategies developed by them and repeated in this paper have not been arranged in any priority order by the author. Rather they are presented in the approximate order in which they were reported by the sub-groups. The "raw" sub-group material can be accessed by the reader by requesting it from the National Distributive Education Services Center, 1908 Association Drive, Reston, Virginia 22091.

The first constraint centered around low student enrollment. The question that was asked in the paper was, "What can the field of Marketing and Distributive Education do to cause more instruction to be delivered to more students who need and can profit from that instruction?"

The strategies that were suggested prominently by the discussants were:

1. That the various states develop K-12 Marketing and Distributive Education programs that are sequential in their arrangement.
2. That the states revise teacher-pupil ratio requirements that will encourage increased enrollments in Marketing and Distributive Education classes.

3. That shadowing and internship programs at all levels be encouraged to the extent that increased student occupational awareness of less traditional Marketing and Distributive Education occupations results.

4. That grant money should be sought for workshop activities to orient special groups such as minorities, handicapped, and women to make them aware of Marketing and Distributive Education programmatic opportunities.

5. That educational workshops be developed for Marketing and Distributive Education personnel designed to provide them with knowledge of all levels of Marketing and Distributive Education programs.

The second constraint considered in the paper and in the discussion groups was the inadequate liaison with the business constituency of Marketing and Distributive Education programs. The question that was asked was, "What strategies can Marketing and Distributive educators implement that will improve their partnership with their most important constituency--the business community?" The specific strategies for achieving the best solutions to this constraint suggested by the discussion group members were:

1. Employ a full-time paid executive director for Marketing and Distributive Education services to coordinate activities between our local, state, and national organizations and our business constituency.

2. The development of a resource file of community representatives to work with Marketing and Distributive Education personnel.

3. To encourage all Marketing and Distributive Education personnel to become active members of organizations related to our various business constituencies.

4. To design a needs-assessment instrument that could be employed to develop data correlating the needs of business with the capability of the Marketing and Distributive Education profession.

5. The establishment of a clearinghouse for the collection of training materials from business and related organizations for use within the Marketing and Distributive Education profession. That clearinghouse should have its headquarters at the National Marketing and Distributive Education Services Center.

The third constraint centered around the inadequate number of Marketing and Distributive Education teachers being educated. The question emanating from that inadequacy was, "What creative activities can teacher educators and others engage in that will attract to the field and retain more teachers for Marketing and Distributive Education programs?" Among the prominent strategies that were suggested are:

1. The application of the Strydesky standards by which teacher education agreed to be judged.

2. An intensive recruiting effort for persons to enter Marketing and Distributive Education programs should be developed.

3. Liaisons between Marketing departments and Marketing students should be created.

4. Work to improve salaries and working conditions and other fringe benefits of Marketing and Distributive Education teachers.

5. Work to improve the image of education generally and in Marketing and Distributive Education specifically so as to attract more teachers.

6. Sponsor an inquiry into determining why Marketing and Distributive Education teachers enter and leave employment.

7. Consider the development of a program that would attract Marketing and Distributive Education teachers from industrial and business settings.

8. Explore shared-time arrangements with industrial or business organizations.

9. The utilization of persons retired from Marketing to serve public schools' Marketing and Distributive Education programs.

The fourth constraint was a concern that Marketing and Distributive Education programs lack uniformity; that is, there seems not to be a national consensus regarding program objectives, standards, organization, and curriculum. The suggested strategies to counteract this constraint are:

1. Competency-based instructional programs should be implemented at all levels of Marketing and Distributive Education.

2. The appointment of a national task force to provide direction and evaluation of Marketing and Distributive Education programs at all levels, including administrative processes.

3. The designation of curricular criteria that encourage creativity and flexibility while simultaneously being responsive to common objectives.

4. The encouragement of Marketing and Distributive personnel to utilize curriculum information existing in the various curriculum depositories.

5. To increase the number of specialized offerings and options at the post-secondary, adult and special populations levels of the Marketing and Distributive Education programs.

The fifth constraint centered on a concern regarding competency development strategies. The question as stated in the paper was, "What ways can the effectiveness of cooperative education, individualized instruction, student vocational groups, and simulation activities be better employed as competency developing instructional strategies. The strategies suggested by the discussion groups were extensive. They are:

1. The requirement of strict adherence to the standards of cooperative education should be enforced.

2. All levels of Marketing and Distributive Education programs should concentrate on the benefits of Marketing and Distributive Education, not cooperative education. Cooperative education is a methodology. Marketing and Distributive Education is the program.

3. Simulation should be allowed credibility as a viable method of instruction in a Marketing and Distributive Education program.

4. Pre-service and in-service training programs should be developed so that Marketing and Distributive Education personnel can develop management skills in the utilization of individualized instruction. Criteria should be identified and developed for model programs that utilize individualized instruction.

5. Pre-service and in-service programs to train and retrain Marketing and Distributive Education personnel in the utilization of the student group as a method of instruction and as an integral part of the instructional program.

6. The post-secondary program must be revamped to meet the needs of its clientele. Secondary school programs and methods should not be

employed with post-secondary and adult students. Marketing and Distributive Education should establish goals for the total program and DECA should be employed to help meet these goals.

The sixth constraint discussed in the paper and at Vail was that of insufficient funding for Marketing and Distributive Education programs. The question that evolved out of this constraint was, "What can we do as a field to improve the level of public and private funding made available to Marketing and Distributive Education programs. The strategies suggested were as follows:

1. Local, state, and national programmatic levels of Marketing and Distributive Education must develop comprehensive public relations programs to inform prospective funders of the utility and benefits of our programs.
2. All levels of Marketing and Distributive Education must concentrate on developing legislative support from groups and professional organizations outside the educational fraternity.
3. Marketing and Distributive Education must develop a public information program to inform the general public, legislators, and business groups about the existence and success of our programs.

The seventh constraint highlighted the inadequacy of Marketing and Distributive Education's response to the needs of diverse groups. The question that followed that constraint was, "How can Marketing and Distributive Education program delivery systems be developed so as to adequately serve special student populations." Strategies that have been suggested by the discussion groups can be condensed into the following:

1. The identification and enlistment of special interest groups or agencies who can provide assistance with delivery systems and resources to meet the objectives of special and diverse groups that may be trained for employment in Marketing and Distributive Education.

2. Marketing and Distributive Education must provide pre-service and in-service education for teachers that will make them more receptive to working with diverse groups who have special needs.

3. Marketing and Distributive Education should develop a renewed and creative commitment to serving adults at work and wishing to work in marketing. It has become more and more clear that the "ball has been dropped" in the service of this client group and should be picked up immediately and with vigor.

The eighth and final constraint identified was the identification of programs associated with territory and tradition. The question that grew out of the constraint was, "What alliances can be developed and maintained between Marketing and Distributive Education and other disciplines that will cause all parties to succeed and prosper." The strategies that were suggested include:

1. Marketing and Distributive Education must provide entrepreneurship education for the other service areas in the field of vocational education.

2. There should be developed a national sequence of instruction resulting in continuity among local and state programs. And a system should be developed to verify the content taught in this sequence.

3. We should get involved with other agencies such as CETA and industrial training centers in our programs and include them on our local, state, and national advisory committees.

4. We should participate with other vocational disciplines in the offering of career exploratory programs at the junior high level or before to provide students with information on Marketing and Distributive Education.

The group charged with the development of a plan for a national Marketing and Distributive Education Planning Commission with a network of state and local commissions to be employed to implement the plan of action conceived in Vail provided the following suggestions:

1. They said that the tasks of this commission should include planning coordination and evaluation of all Marketing and Distributive Education conferences.

2. The dissemination of the results and recommendations of those conferences to all Marketing and Distributive Education personnel.

3. The coordination of the activities of Marketing and Distributive Education with national business organizations.

4. The coordination of all activities of the National Services Center.

5. The administration of those activities necessary to evaluate Marketing and Distributive Education programs at all levels, including administrative processes.

6. Designation of evaluative instruments to determine effectiveness of the project method, simulation, cooperative work experience, and the student vocational group.

7. And, finally this group should direct any lobbying efforts engaged in by our profession.

It is hoped that with the implementation of these strategies by the appropriate personnel including a network of national, state, and local planning commissions, that the constraints described in the paper will evaporate and become opportunities for program growth and development in Marketing and Distributive Education. It is to the credit of the Marketing and Distributive Education field that countless hours spent by hundreds of people went into the creation of the strategies documented in this paper. It is hoped that this kind of effort and commitment will continue through to fruition defined as "improved and increased program development in Marketing and Distributive Education."

DIRECTIONS FOR THE 1980s: DRAFT OF SUGGESTED IMPLEMENTATION
STRATEGIES FOR LEADERSHIP IN MARKETING
AND DISTRIBUTIVE EDUCATION

by

Kenneth L. Rowe
Professor and Chairman
Department of Marketing
College of Business Administration
Arizona State University
Tempe, Arizona 85281

Presented as a Follow-up to the Conference
On Directions in Marketing and Distributive Education
In Vail, Colorado

July 1980

INTRODUCTION

Each state should draft its own plan for leadership development appropriate for the needs of that particular state.

The discussion groups at the Vail conference came up with many ideas that have relevance for leadership development. This paper includes a compilation of those ideas organized by recommendation number. Where additional recommendations were made, they are included. No attempt was made to editorialize or to weigh any of the suggestions.

RECOMMENDATIONS WITH SUGGESTED STRATEGIES
FOR IMPLEMENTATION

Recommendation 1

Recommendation

A master plan for the development of leaders at local, state, and national levels must be developed.

Suggested Strategies for Implementation

1. Appoint a national task force to develop a master plan including goal statements related to curriculum and instruction, research and evaluation, program development, program image, and program operations at all three levels.

a. The distributive education vice president of AVA should be responsible for appointing the task force.

b. The task force must fully represent all educational and business interests (e.g., AVA, NADELS, NADET, NASSDE, CDTE, American Marketing Association, American Management Association).

c. Appointment of the task force should be made by October 1, 1980, with the first meeting to occur by December 1980.

2. Organize state task forces to react to the national master plan and to design strategies for local review.

a. State department marketing and distributive education directors (i.e., supervisors) should be responsible for appointing the task forces.

b. Composition of the state task forces should match that of the national task force.

c. Time lines for state task forces should be the same as those of the national task force.

d. Each state task force chairperson should be accountable to the national task force.

3. State task forces should identify change agents and develop strategies to implement review of the master plan by local personnel involved (e.g., teacher-coordinators, vocational education directors).

a. Time lines should be set up by state task forces.

b. Responses from the local level should be communicated to state and national task forces.

4. Repeat the cycle as needed until implementation is completed.

5. Additional points to consider include the following:

a. Implementation is through the master plan.

b. Recognition of teacher-coordinators' minor and major accomplishments by teacher educators, association leaders, and state department personnel will help to encourage and develop leadership from the "grass roots" level. Praise must be communicated to teacher-coordinators' administrators (e.g., principal, superintendent).

c. Institute the following programs: (1) Seminars should be developed to help teacher-coordinators cope with stress within the school system, and (2) State departments of education should design and fund both in-service and pre-service leadership development seminars for marketing and distributive education personnel. Training materials and prepared seminars of the American Management Association might be used. Also, DECA funds might be used.

d. Reach out to involve teachers in policy and goal development.

e. Teacher educators can help to establish leadership attitudes in their students (e.g., encourage students to participate in professional associations).

f. Everyone is a leader. Teacher-coordinators, however, look to those above for leadership.

g. State department, university, and association conferences should be consolidated and coordinated in a given year so as to better use limited teacher-school conference days and to increase attendance at priority conferences.

h. A national conference on leadership development should be developed. This conference could tie in with AVA in New Orleans or with the national DECA conference.

Recommendation 2

Recommendation

Leadership development goal statements must appear and be given a high priority in the program of work for all professional organizations (e.g., CDTE, NASSDE, NADELS, NADET). They must appear as approved topics on state planning priority lists, and funds must be allocated for developmental in-service programs in leadership development.

Suggested Strategies for Implementation

1. A flow chart of leadership from National Services Center to each of the professional organizations needs to be developed.

2. Use the existing organization of the National Policy and Planning Committee of the Marketing and Distributive Education Division of AVA to get the various professional organizations together in their thinking and motivated to include leadership development on their programs of work.

3. Each professional organization should:

a. Have representatives present at the national leadership development conference as stated in recommendation 1.

b. Provide leadership and possibly financial support to the organization of the National Services Center.

c. Develop strong linkages with professional business organizations.

4. NASSDE should survey states to determine what each state is doing to develop leadership and to determine where specific weaknesses lie.

5. National Services Center could require states to develop state action plans for leadership development.

6. NADET should have an annual project on leadership development in distributive education. State affiliates could follow through on this project at the state and local levels.

7. State directors should be encouraged to write leadership development training into annual state plans.

8. Post-secondary and adult education should be included in programs of work for leadership development.

9. Epsilon Delta Epsilon (i.e., distributive education honorary fraternity) has leadership goal statements and is designed to recognize leaders in the field. This organization needs a stronger program of work.

Recommendation 3

Recommendation

Leadership development and implementation plans for each state must be developed by all marketing and distributive education personnel within a state.

Suggested Strategies for Implementation

1. Establish MBOs jointly, and involve teacher-coordinators in selling other teacher-coordinators. Conduct state conferences with

small-group planning. Use a regional approach to planning patterned after Vail.

2. Establish procedures to facilitate joint teacher-education planning.

3. Involve teacher educators in program visitation.

4. Get top state administrators and university deans together for joint planning.

5. Begin now conditioning the people back home for Vail conference results in spring 1981.

6. Encourage groups of teachers to identify their needs and organize for leadership development through their own initiative.

7. Establish standards for leadership and possible leadership patterns. Make teacher-coordinators aware that there is a leadership structure to which they can aspire. Include opportunities for articulation between program levels. Secure input from the people who will be affected. Emphasize that teacher-coordinators can become leaders without changing jobs.

8. Conduct regional leadership development meetings for university credit.

9. Develop continuous leadership development and follow-up programs in a self-instruction format.

10. Develop statewide programs for organizing execution among teacher-coordinators.

11. Develop programs of work for leadership development in professional organizations.

12. Develop criteria for leadership and an evaluation instrument to be used in a positive manner by supervisors.

13. Provide funding for leadership development in in-service education through personnel development funds.

14. Develop and enforce national guidelines for program quality. Secure agreement from LEA administrators on program quality in writing, and then enforce the standards impartially. Use visitation reports for teachers. Secure backing of state boards of vocational education.

Recommendation 4

Recommendation

The strategic planning model and the periodic audit suggested in Chapter 4 of this paper should be administered continuously at all levels: local, state, and national. These alternatives provide roadmaps for continuous program evaluation at each level. Leaders at all levels should use answers to the questions raised in these models as guidelines for program development.

Suggested Strategies for Implementation

1. These models are merely suggestions which might be used to measure program effectiveness and to provide direction for program development. Other models are probably available and may serve the same purpose.

2. At the state level models should be developed in concert with program coordinators, local supervisors, teacher educators, advisory committee members, and state staff.

3. Implementation of model use could be achieved through in-service programs which would provide feedback to persons involved in the development of the models, point out relationships of the models

to other required reporting procedures, and show advantages and benefits to each individual program of model use.

4. Have a mini-Vail conference in each of the states.
5. Develop internship programs.

Recommendation 5

Recommendation

If an individual state organization is functioning ineffectively, a state task force made up of marketing and distributive education thought leaders from that state should be organized. Individual state organizations may need to reorganize entirely to meet current environmental needs.

Suggested Strategies for Implementation

1. If the need as outlined in the recommendation arises, a state task force including local teachers and appropriate business persons should be formed to identify problems, construct strategies to correct problems, and implement the new strategies.
2. Identify at the national level common indicators which could serve to determine success of or need for leadership development programs for professional organizations.
3. Through the National Center for Vocational Education generate a bank of research which has been done by other organizations for leadership development.
4. Teachers should be made aware of their role in developing leaders.
5. Implement staff development at the state level to foster recognition of potential in others and to encourage leadership rather

just administration.

6. Identify paths to leadership roles.

Recommendation 6

Recommendation

The marketing and distributive education program will continue to be limited as long as its leadership is totally dependent upon the federal government. A National Director of Marketing and Distributive Education should be appointed. The position of the National Director should not be tied to the federal government. Rather, it should be funded out of private industry. Further, the National Director should be appointed to the position for an extended period of time rather than elected into it. Such a position will provide leadership with continuity over time and will not be subject to political or even elected limitations.

Suggested Strategies for Implementation

1. A National Executive Director of Marketing and Distributive Education should be employed. The position should not be dependent upon the federal government. Rather, it should be funded by a coalition of organizations involved in marketing and distributive education. Supplemental funding may be provided through private industry, foundations, and other "soft money" sources. Selection of the National Executive Director should be made by a steering committee or governing board representing the participants in the coalition of marketing and distributive education organizations. The employment of the Executive Director should be for an extended period of time so that leadership with continuity over

time (i.e., without the limitations of election and political influence) can be insured.

2. Possibly get an Executive Director "on loan" from a national business firm to do the initial organization. This would aid in promoting better visibility for marketing and distributive education in the community.

3. All groups want "their share of the action." An independent individual from industry would solve this problem in the early years.

4. The Executive Director needs to concentrate in early years on getting the organization set up (e.g., define our "product," get our product packaged, show how our professional organizations add value to marketing and distributive education and to the marketing community).

5. We need more definition of what we are and what we are supposed to be committed to before we put our money into an Executive Director.

6. A National Director can't do everything. This is the individual who would pull things together--using leadership from marketing and distributive education at all levels.

7. The newly appointed U. S. Department of Education staff has no vocational experience. We need an Executive Director in situations like this to "educate" and to lobby.

8. Centers for economic education are operative in major universities and are funded entirely through business. We could look at them for ideas in funding, structure, etc.

9. Possibly AMA, RMA, SME, and National C of C could help with funding. We could contact many businesses through these organizations.

10. We will need to at least match industry's funds to get business to help us financially.

11. We might get our "share" of funding started through the \$125-\$2500 plan.

12. One group suggested that an increase in the Marketing and Distributive Education Division of AVA be sought to fund a person and an office out of AVA. This group commented that:

a. Selection of this person is critical. The person should be selected by a task force of the marketing and distributive education community (e.g., Policy and Planning Committee) from applications solicited.

b. A job description should be developed based upon identified goals of marketing and distributive education.

c. Applications should be sought from the entire marketing and distributive education community.

Recommendation 7

Recommendation

The marketing and distributive education organization structure should be revised as suggested in Chapter 4 of this paper. An effective communications structure should be designed to allow better coordination among regional, state, and local people.

Suggested Strategies for Implementation

1. At least two discussion groups believed too much structure would exist if regional directors were included in the organization chart. Others believed regional directors were needed to insure communication linkages.

2. At least one group perceived the recommended organization chart to reflect lines of authority. Others perceived the author's intent in suggesting the chart (i.e., to improve lines of communication throughout the marketing and distributive education family).

3. Several groups indicated the need to stress communications with external business groups.

Recommendation 8

Recommendation

Leaders should be developed and maintained at all levels. Career paths for leadership should be more clearly defined, and leaders should be encouraged to pursue those paths. Officers in local, state, and national professional groups should be the thought leaders of those groups--people whose leadership will be respected and followed. Given that the primary role of the state departments of education seems to be one of funding and reporting, then professional leadership should come from other sources (e.g., teacher education institutions, state professional organizations, marketing and distributive education teachers themselves). Each member of the marketing and distributive education family has opportunities to be a leader as well as a follower. In the local high school the principal may be the administrative leader of the institution. However, he/she is normally not an expert in every discipline. That principal, therefore, relies on you, the marketing and distributive education teacher, to give leadership in your field of expertise--in your department, the school, and the community. The important factors here are that the roles be clearly differentiated, communicated, and accepted and that leadership be provided.

Suggested Strategies for Implementation

1. Install leadership development institutes at the national level as was done once in the past. Regional conferences can be used in terms of time and location.

2. Each state could organize a task force/catalyst group made up of a cross-section of positions to plan for the next five years. We need goals and purposes ready by this August for summer workshops.

3. We need to have minimum program standards/criteria that will be used to determine future funding and operation of our programs.

4. State supervisors and teacher educators need to be on the constant lookout for potential leaders and should encourage and help these people in taking appropriate leadership responsibilities. New teachers should not be given leadership tasks that they are not prepared for.

5. A "buddy system" could be used by carefully matching up experienced teachers (i.e., 3+ years) with new teachers. These experienced teachers should be taking on leadership responsibilities so that the new teachers can assist, observe, and learn to be leaders.

6. States should be divided up into small areas or regions. State supervisors could appoint a leader for each group. These areas should be no larger than ten to fifteen schools. Each group could provide a leadership development seminar, retreat, or workshop for themselves and/or for their students. These groups would also provide "entry-level" leadership positions and serve as a training ground and beginning point for the leadership career path.

7. Each professional group (e.g., CDTE, NADET) should provide its officers with leadership training. This could be done during

region conferences, AVA, etc.

8. Collegiate DECA students could hold leadership development workshops for local high school and post-high school students. Local teachers should be encouraged to work together to do the same. After all, the teacher learns most--we can teach ourselves to be leaders while teaching others.

9. Hold honors conferences for top marketing and distributive education students.

10. Have a point system in teacher education programs that would encourage participation and involvement in leadership roles. Grades could be tied in with this point system.

11. States with recertification requirements could include leadership activities as a requirement.

12. It is time to quit looking the other way when programs are not functioning correctly. We need to be critical. We should warn teachers there may be no more jobs in two years to get them interested.

13. We need to use market segmentation in our own field identifying the interests of our "consumers" (e.g., students, business, parents). It is very probable we need different leaders for different reasons and for different groups. One person cannot effectively deal with all groups. For example, working with legislative groups requires different leadership style and techniques than does working with business groups. At present we do well with the business community, but we don't do as well with political groups.

14. We need to build programs at local levels beginning at the elementary level and continuing on up through junior high to create a demand by students for marketing and distributive education in high school.

15. Teachers should work with teachers and counselors at elementary and junior high schools (e.g., give presentations to the students, invite them to visit the high school facilities) to generate demand by these students once they enter high school. Increased demand will provide the justification needed for more staff and funds.

16. We should learn from agriculture and home economics how to work effectively with the different groups. They have people (i.e., leaders) who work with only one group. Their leadership is specialized.

17. Leadership development efforts must have several focuses (e.g., for the present, the short run, the long run, internal purpose, external purpose).

18. Make personnel aware of career paths for leadership. Emphasize the fact that the teacher-coordinator doesn't have to become an administrator to exert leadership.

19. Identify community leadership roles. Remember women's civic and professional groups.

20. Improve program image, and better personnel will choose it.

21. Use advisory committees effectively.

22. Serve on local boards.

23. Provide opportunities for teachers to meet together monthly for leadership development.

24. Organize a Young Executive Marketing Club. For training sponsor monthly developmental meetings with teacher-coordinators as facilitators.

25. Provide short-term adult courses for marketing personnel at their places of business, not at schools.

26. Identify state level career paths other than DECA excellence.
27. Organize student speakers' groups trained by business representatives.
28. Exchange state supervisor and teacher educator roles.

Recommendation 9

Recommendation

Editors of professional journals should make major contributions to leadership development by seeking out articles to publish on leadership development topics. Importance of the subject could be demonstrated by publishing articles on leadership development frequently over an extended period of time.

Suggested Strategies for Implementation

1. Leaders in marketing and distributive education should initiate this by contacting editors of professional journals.
2. The marketing and distributive education family should be encouraged to submit articles on leadership development.

POWER AND INFLUENCE

by

Gail Trapnell
Virginia Polytechnic Institute and State University
Blacksburg, Virginia

A Paper to be Presented to a Conference
On Directions in Marketing and Distributive Education
Vail, Colorado
May 1980

POWER AND INFLUENCE: SYNTHESIS OF DISCUSSION GROUPS

Machiavelli in The Prince stated: "There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success than to take the lead in the introduction of a new order of things." If marketing and distributive education is to establish a carefully delineated program identity, a model for the development of more comprehensive programs, and a strong leadership corps at the local state, and national levels, then it is axiomatic that an omnipotent base of power and influence be created which will introduce and magnify a new order of things.

As the conferees met in Vail to deliberate the issue, power and influence, they were asked to analyze three pervasive questions which permeated all of the discussion relative to this issue:

1. What people should we seek to influence? (WHO?)
2. In what direction do we want to influence those people to act? (WHAT? WHERE?)
3. What strategies can we use to influence their action or behavior? (HOW?)

For purposes of creating a "semi-structure" or format for the discussion groups, the conferees were subdivided to focus on three different perspectives: national, state, and local levels. Insofar as possible and within the time restraints imposed, the discussion groups were instructed to identify strategies which should be taken at the various levels in order to achieve the goal, development of an omnipotent base of power and influence, to identify the "group" or "position of responsibility" to be charged with the initiation and/or implementation of the strategy, and to indicate the perceived degree of urgency in the implementation of the identified strategy.

Although the national thrust primarily represents the composite or aggregation of each state's efforts, the following groups or individual positions were identified as being the "initiators of action" at the national level:

1. The Marketing and Distributive Education Division of AVA including the Vice-President, the Policy Committee, the standing committees of the Division, and the membership.

2. The four professional organizations (NADET, NASSDE, NADELS, and CDTE) including the presidents, executive boards, and the membership.
3. The Professional Division of DECA including the chairperson, the Executive Committee, and the membership.
4. The National Marketing and Distributive Education Services Center.
5. The National Management Advisory Council.

The state level initiators were identified to include:

1. The state departments of education (MDE staffs)
2. State Marketing and Distributive Education advisory committees
3. State professional MDE associations
4. MDE teacher education staffs
5. The MDE division of the states' vocational associations

Finally, the local level initiators were identified to include:

1. Local/institutional level instructional personnel in MDE
2. Local/institutional level MDE supervisory personnel
3. Local MDE advisory committees

It is the purpose of this paper to synthesize the primary recommendations of the conference discussion groups relative to the issue, power and influence.

National Level Strategies Recommended

One of the most frequent recommendations offered was the development of a more sophisticated research-based system for the follow-up of program completers. It was felt that the development of such a system would provide concrete data to more effectively ascertain the economic and social worth of the total marketing and distributive education program. Among the data items identified for inclusion in the system were:

1. Total earnings of program completers compared to non-vocational students/completers.
2. Total taxes paid by program completers compared to non-vocational students/completers including multiplier effect generated by such tax contributions.
3. Disposable income and savings of program completers compared to non-vocational students/completers.

4. Reduction in training costs and staff turnover of private business as a result of hiring program completers.
5. Participation of program completers in civic, professional, and community activities compared to non-vocational students.
6. Documentation of specific competencies developed by program completers.
7. Documentation of increased employee productivity and reduced marketing costs as a result of MDE training.
8. Identification of fiscal needs for the rapid development and expansion of specialized MDE programs.

Equally as important was the felt need to develop a comprehensive, public relations and communications network for marketing and distributive education. The conferees felt that such a network could serve as a vehicle for the dissemination of research data including success stories, graduate testimonials, employer testimonials, cost benefits, and social benefits. The input would come from all identified groups within the MDE profession; it would be disseminated by the National Marketing and Distributive Education Services Center, the MDE Division Vice-President, and by the Executive Boards of the four affiliated organizations; and it would be directed to all groups, agencies, institutions, organizations, and individuals who are identified as having either a formal or informal power base, and through that power base can direct or wield influence on others in soliciting support for the goals and objectives of the total marketing and distributive education program. Specific strategies identified in this concept included such recommendations as:

1. Develop a specific program of work for the more effective utilization of the Congressional Advisory Board.
2. Plan and assign individual responsibility for personal contacts with major marketing firms.
3. Develop effective liaison relationships with such groups as national trade associations, national Chamber of Commerce, Department of Labor, Small Business Administration, American Association of Community/Junior Colleges, National Education Association, National Association of Secondary School Principals,

National Association of School Administrators, American Federation of Teachers, National School Board Association, and Personnel Guidance Association.

4. Employ, at least on a part-time basis, a professional lobbyist for marketing and distributive education in the U.S. Congress.
5. Assign specific responsibility for the development and submission of articles substantiating that "MDE Makes a Difference" for publication in the various trade media including individual house organs.
6. Develop and implement a continuous, on-going public relations campaign utilizing such devices as bumper stickers and billboards which, collectively, portray the theme "MDE Makes a Difference."
7. Seek the appointment of MDE students as Congressional aides.
8. Expand the NMAC to include the chief executive officers of the top 50 marketing companies in the United States; conduct monthly or quarterly meetings at the National Marketing and Distributive Education Services Center to continuously assess the effectiveness of our collective efforts in achieving the goal of developing an omnipotent base of power and influence for marketing and distributive education.

The conference groups focusing their attention on national level strategies recognized the urgent need for substantially increasing our membership in the MDE Division of the AVA as well as in the AVA itself. The call for "unity of mission and purpose" within our total profession, closer partnership with AVA, and consistent emphasis on the unique contribution which Marketing and Distributive Education provides to both education and the marketplace permeated the groups' discussions.

State Level Strategies Recommended

Congruent with one of the major emphases included in the Vocational Education Amendments of 1976 was the discussion groups' identification of the need for more comprehensive, effective planning for MDE at the state-level. Rather than just contributing to the five-year and annual state plan for compliance purposes, the conferees advocated the identification of a clearly defined mission statement and specific goals for

the significant expansion of the state's total marketing and distributive education program. They also called for the establishment of specific criteria which could be used in assessing the state's efforts in meeting its identified goals and objectives. It was felt that the papers presented at the Vail Conference together with the recommendations offered by the discussion groups should serve as the primary basis for the establishment of each state's plan of action. As a further incentive to "carry through the Vail spirit", it was suggested that a national forum be established, perhaps in conjunction with the AVA convention, at which time each state would present a follow-up report of its efforts to date. Special recognition and/or "accreditation" could be given by the Policy Committee to those states who met and/or exceeded their identified goals and objectives.

Supporting strategies recommended for the achievement of this major effort included:

1. Development of state level Marketing and Distributive Education Advisory Committees in each state and territory.
2. Establishment of specialized advisory committees for specific MDE programs, i.e. Food Marketing, Home Furnishings Marketing.
3. Appointment of major influential businesspeople to these committees.
4. Creation of a formal interface between these committees and comparable committees at the local level.
5. Development of an effective awards and recognition program for key businesspeople, legislators, and educational administrators who support the total MDE program.
6. Seek appointment to various committees, task forces, and project efforts which impinge on marketing and distributive education's thrust either directly or indirectly.
7. Form coalitions with other groups which influence change.
8. Develop new and more effective delivery systems for our instructional programs with increased emphasis on adult education and training for new industries.
9. Seek appointments of influential businesspeople to the State Advisory Council for Vocational Education.

Coupled with this major thrust and its supporting strategies was the identification of the urgent need to develop and implement an effective communications program which, among its objectives, would be the "education of specifically identified publics" relative to the merits of the MDE program. The responsibility for this objective was perceived as being jointly held among the state staffs, the state advisory committees, and the MDE professional association(s) within the respective states. Among the specific recommendations offered by the discussion groups for the achievement of this objective were the following:

1. Publish and widely disseminate MDE promotional materials cosponsored by the advisory committee(s) and the business community. Such materials should project a clear identity of MDE, its benefits, standards, offerings and services to youth and adults throughout the state.
2. Inform and secure the support of such groups as the state Jaycees, Rotary, Small Business Administration, SCORE.
3. Assign personal responsibility for the personal contact of key legislators and Congressmen regarding the value of MDE and its fiscal needs to become an even more viable program.
4. Establish a state-level task force to inform and educate various power groups regarding the value of MDE. Include in these target groups to be reached such power bases as the State School Superintendent, State Board of Education, PTA groups, state Chamber of Commerce, State Advisory Council for Vocational Education, State Association of School Boards, State School Principals Association, and all pertinent state trade associations.
5. Establish an active alumni association for MDE program completers and develop a comprehensive program of work based on the principle, "there is no better advertising than a satisfied customer." Utilize this organization as a major disseminator of testimonials and evaluative data to influential businesspeople, trade associations, and legislators.

As part of this program of work, place emphasis on entrepreneurship success stories and their job creation potential.

6. Effectively utilize and publicize the evaluative data on MDE program effectiveness collected by each state as its contribution to the national research-based system.

Recognizing that there must be a felt need for change in order to successfully effect change, the conferees strongly recommended that efforts be made to inform both MDE personnel at the local level as well as school administrators of the hundreds of alternative program designs available through MDE in more effectively meeting the needs of youth and adults in marketing, and that a planned program of activity be undertaken to develop an understanding of the need for change, to awaken all personnel to the need for change, and perhaps most importantly, to document the need for change. It is the general belief that a considerable portion of such data can be obtained from each state plan, i.e. projected employment need compared to projected program enrollment and program completions, MDE enrollment as a percentage of total school enrollment, MDE enrollment as a percentage of total vocational education enrollment, percentage of total program service expenditures allocated to marketing and distributive education.

Local Level Strategies Recommended

One of the most frequent recommendations offered by the discussion groups focusing on local level strategies was the development of a comprehensive staff development program to serve a multiplicity of purposes relating to program and curriculum development, program evaluation, leadership training including change psychology, and public relations. Among the specific strategies identified were the following:

1. Provide leadership development and counseling for the promotion of MDE personnel into leadership roles of power and influence.
2. Assign master teacher, local supervisor, or teacher educator to work with first year teachers to assure job effectiveness and personal satisfaction.

3. Provide in-service training which focuses on the development of techniques and strategies which can be used for the significant expansion of adult MDE offerings to better meet local community needs.
4. Provide staff development sessions which focus on politics in education, how to be politically astute, and change psychology
5. Place greater emphasis on competency based education and all that this approach implies.
6. Identify a broader array of influential businesspersons to serve as adjunct instructors for MDE and provide a specifically designed staff development program to meet their needs. Utilize this resource as instructors for specialized MDE programs at the secondary and post-secondary level as well as for adult MDE offerings. Include in this group a cadre of retired businesspeople to work with the programs (similar to SBA's SCORE program).
7. Develop an awareness of the wide variety of jobs available in the marketing field by placing emphasis on those marketing occupations outside of retailing.
8. Conduct staff development sessions which focus on improving the competencies of the instructional staff in such evaluation activities as determining appropriateness of curriculum articulation, sequence, and scope; follow-up of graduates/completers; assessing economic contributions of MDE programs including increased productivity, decreased turnover, and decreased training costs.
9. Encourage the active participation of all MDE personnel in program planning and in the development of a systems approach for effecting change.

Repeated recommendations were also given by the discussion groups encouraging more active involvement of all MDE personnel in school and community activities for program promotion purposes as well as for the solicitation of program support by influential business, community, and educational leaders. Included in these suggestions were such strategies as the following:

1. Encourage attendance and active participation in meetings of school boards, city councils, chambers of commerce, and various trade associations.
2. Work with business leaders, civic leaders, parents, and other vocational educators as team players in educational and community projects.
3. Get involved in the election campaigns of local legislators and Congressmen. Ascertain the candidates' support of vocational education, especially MDE, and make them aware of the need for greater fiscal support.
4. Develop a promotional program specifically designed for such selected target groups as school administrators, guidance counselors, boards of education, service organizations, general education faculty members, parents, legislators, businesspeople, and students.
5. Utilize the media more effectively to showcase the programs and the students with special emphasis on such media as tabloids, billboards, television, radio, and bumper stickers.
6. Develop a specifically designed program for the involvement and recognition of former students, training sponsors, and former instructional personnel.
7. Place greater emphasis on the development and effective utilization of local MDE advisory committees

The general consensus of all discussion groups was that emphasis for program growth, development, and improvement as well as creating an awareness of the need for change must be placed at the local level. With most communities enjoying local autonomy, it was recognized that change must come from the grass-roots level to be truly effective in making a collective impact at the state and national levels.

Summary

The multiplicity of recommended strategies identified by the discussion groups at the Vail Conference can provide an excellent basis for the development of a comprehensive program of work at the national, state, and local levels as well as for each individual in the marketing and distributive education profession. It would seem appropriate that

first priority be given to the selection and/or modification of those strategies which can be implemented most effectively by each marketing and distributive educator dependent upon his/her position, role, and immediate environment. The development of marketing and distributive education into a truly viable program capable of meeting over one-third of the labor market needs in this country will most assuredly not be easy. If, however, a significant change is going to be made, we are going to have to effect that change. No one else will do it for us! So let us ask ourselves, do we really want change? Are we willing to make the commitment in time, effort, and mutual trust it will take to effect change?

As we face the challenge before us, working collectively through a unified profession, let us be reminded of the words of Geschwender who stated, "Any individual citizen in a given community may be almost powerless, and the addition of a thousand such individuals and a thousand zeros still add up to zero, but if one adds to this the factor of organization and the factor of concerted action, a thousand zeros will add up to a positive sum. So that one has, with the combination of large numbers of people and social organization and coordinated activity a potential for a considerable amount of power." Let us begin!